

REGION III
SEMINAR WORKSHOP

COMMUNICATIONS CENTER,
UNIVERSITY OF NORTH CAROLINA,
CHAPEL HILL, N.C.; MARCH 13-14, 1953

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS
119 GREGORY HALL, URBANA, ILLINOIS

EDITOR'S NOTE

This summary has been prepared from notes taken personally at the sessions reported on. To the best of the editor's knowledge, it represents an accurate condensation of the proceedings. Reporters, however, even radio-television reporters, are fallible (although it pains us to admit this). In order to avoid erroneously attributing statements, names have been deleted from the highly condensed portions dealing with the discussion periods. It is obviously impossible to achieve this in reporting the speeches. The editor begs the indulgence of the speakers where errors have crept in and wishes to state that he has followed in spirit the Arab prayer: "Guard us from error in narration and keep us from folly even in pleasantries."

One other liberty has been taken: A brief summary of the meeting has been placed, not at the close, but as a Foreword.

Robert F. Schenkken,
Recorder

FOREWARD

It is sometimes difficult at the moment of an experience to express the deepest feelings and convictions of a group. It is certainly temeritous to attempt it after the moment, when the group has dispersed. But on the basis of fragments of conversation in work sessions and at lunches, in conferences and in moments of relaxation, and from some hints contained in letters received after the conference was over, I should like to attempt the improbable.

The work we do, year-in, year-out, in Radio-Television education, despite its public nature is essentially lonely work, because in Region II, certainly, it is pioneer work. At its best, it is pioneering work everywhere, and this concept of our work as pioneers holds significance for the meeting which we have just concluded. The word 'pioneer' connotes more than the opener of frontiers; it connotes the hospitable house, the helping hand, and, yes, the understanding heart. It connotes, even for us in civilized, settled Twentieth Century America, banding together for the common cause. We in the Southeast have a particular affinity with the frontier and with Causes, Lost - and Won. In coming together in our common cause, we did these things:

We learned to know and respect that hospitable house, our own house, the NAEB - thanks largely to the always lucid, often brilliant, talks of Ausmus, Schooley, Miles, and Siegel.

We offered to each other, gropingly perhaps, but eagerly, the helping hand - 'exchange' was the watchword of every discussion session.

We saw with new understanding the cause in which hearts and hands and minds are enlisted - to make these miraculous media serve the purpose a great Region II writer has expressed:

To every man his chance, to every man,
regardless of his birth, his shining,
golden opportunity - to work, to be
himself, and to become whatever thing
his manhood and his vision can combine
to make him.

This, seeker, is the promise of America.

.... Thomas Wolfe,
University of North Carolina, '05

Delegates Attending NAEB Region II Seminar-Workshop

in Chapel Hill, N. C., March 13-14

Alabama

RALPH SEARS, Alabama State College for Women, Montevallo, Ala.

WALTER WHITAKER, Station WUOA-FM, University of Alabama, University, Ala.

L. O. BRACKEEN, Alabama Polytechnic Institute, Auburn, Ala.

Florida

BENJAMIN AYCRIGG, Station WPRK, Rollins College, Winter Park, Fla.

DAN MATTHEWS, Station WPRK, Rollins College, Winter Park, Fla.

VERNON BRONSON, Station WTHS-FM, Lindsay Hopkins Vocational School, Miami, Fla.

GEORGE DOOLEY, Station WTHS-FM, Lindsay Hopkins Vocational School, Miami, Fla.

ROY A. MCGILLIVRAY, Station WTUN, University of Tampa, Tampa, Fla.

JACK BREIT, Station WTUN, University of Tampa, Tampa, Fla.

JULIAN D. MORSE, Board of Public Instruction, Jacksonville, Fla.

Georgia

ALVIN GAINES, Station WABE-FM, Atlanta Board of Education, Atlanta, Ga.

Kentucky

MRS. CAMILLE HENDERSON HALYARD, Station WBKY, University of Kentucky, Lexington,
Ky.

C. R. GRAHAM, Louisville Free Public Library, Station WFPL, Louisville, Ky.

DOROTHY DAY, Station WFPL, Louisville Free Public Library, Louisville, Ky.

North Carolina

RICHARD E. WILSON, Station WHPS, High Point Public Schools, High Point, N. C.

DALE KELLER, Greensboro Public Schools, 501 Asheboro St., Greensboro, N. C.

MOZELLE CAUZEY, Station WGFS-FM, Greensboro Public Schools, Greensboro, N. C.

HOYT R. GALVIN, Public Library of Charlotte and Mecklenburg County, Charlotte,
N.C.

JOHN YOUNG, Station WUNC, University of North Carolina, Chapel Hill, N. C.

TOM CARROLL, Station WUNC, University of North Carolina, Chapel Hill, N. C.

NAEB Seminar-Workshop, March 13-14, delegates attending, page 2

North Carolina (cont'd)

EARL WYNN, Communication Center, University of N. C., Chapel Hill, N. C.

R. F. SCHENKKAN, Communication Center, University of N. C., Chapel Hill, N. C.

Puerto Rico

JOSE A. BUITRAGO, Station WIPR, San Juan, Puerto Rico

South Carolina

ERNEST E. LENT, Station WUSC-FM, University of South Carolina, Columbia, S. C.

CHARLES P. MACINNIS, Instructional Materials Bureau, City Public Schools,
Columbia, S. C.

Tennessee

JACK WESTBROOK, Station WUOT, University of Tennessee, Knoxville, Tenn.

Virginia

CARROLL B. LUSK, Virginia Museum of Fine Arts, Richmond, Va.

ROGER BOYLE, Professor of Drama, University of Virginia, Charlottesville, Va.

MRS. ZELDA KOSH, Speech Education Dept., Arlington Public Schools, 1426 N.
Quincy St., Arlington, Va.

Officers

President GRAYDON AUSMUS
WUOA-FM, University of Alabama
University, Alabama

SEYMOUR SIEGEL
Immediate Past President
WNYC Municipal Broadcasting System
2500 Municipal Building
New York 7, New York

FRANK E. SCHOOLEY
Treasurer and Acting Executive Director
Urbana, Illinois

JAMES MILES, Secretary
WBAA, Purdue University
Lafayette, Indiana

REPORT OF THE PROCEEDINGS OF THE SEMINAR WORKSHOP

REGION II, OF THE NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS

Place: Communication Center, University of
North Carolina, Chapel Hill, N. C.

Time: March 13 and March 14, 1953

10:00 a.m. THIS IS OUR JOB.

Promptly at 10:00 a.m. the Seminar Workshop of Region II of the NAEB was convened by Earl Wynn in Studio A at the Communication Center, University of North Carolina, Chapel Hill. Mr. Wynn called upon Graydon Ausmus to make the invocation and then introduced Chancellor Robert Burton House of the University who spoke, not from notes but after notes played in him inimitable manner on his harmonica. The Chancellor then spoke with great earnestness of the significance of educational broadcasting and telecasting in extending the educational facilities of the universities of the country and the school systems to all the people, pointing out that extension through radio and television was a logical step in the history of this University and of most other major universities. He welcomed the members most cordially to the campus and wished them well in their work.

Graydon Ausmus, President of the NAEB, then welcomed the members in behalf of their national organization and spoke briefly of the importance with which the Executive Board regarded regional conferences. Conferences such as these, he said, would be invaluable in providing new leadership, new ideas to the direction of NAEB and would serve to fertilize and re-vitalize the work of members on the "grass roots" level. The first regional conference held at the University of Oklahoma last year had been an inspiring event, and he anticipated equally fine results from this conference in the Southeast.

Following these messages of welcome, all participants were introduced to the group and the work of the conference was declared officially under way.

The first speaker was Seymour Siegel, Immediate Past President of the NAEB, who spoke on "NAEB--Our Achievements." Mr. Siegel reviewed rapidly the history of NAEB from its formation in 1929, its long period of comparable inactivity, through the significant events of the Allerton House meeting at the University of Illinois in the summer of 1949 when for two weeks the conferees, NAEB members discussed the nature of the educational broadcasting problem. The conferees referred back to a study made by Lazarsfeld in 1947 for NARTB, "What Did the American People Think of Radio?" NARTB had boasted of the results: 70% of the American people thought a good job was being done. The Allerton House turned that figure over and 30% of the American people were not getting what they wanted. Were the commercial broadcasters right in saying "the best radio program is one that sells the most goods," and "radio can't afford to be anything but commercial," and "commercial radio is made in the image of the American people and any criticism is a criticism of the American people"? The first conclusion of the Allerton House conference was that it was necessary for educational broadcasters now scattered here and there over the country making bricks without straw to begin to exchange resources. The first program made available through WNYC was from Cooper Union, "Great Themes in the Great Hall." This project looked easy at first but soon became a tremendous burden for the NYC staff with no budget. Then in 1950 at Lexington there suddenly became available to NAEB what looked like a vast sum - \$240,000;

space was made available, and a national headquarters was set up. This was a great step forward.

It came at a fortunate time, because on the 10th of October, 1950, the FCC began to consider the problem of television allocations. The NAEB immediately stepped in. Dick Hull sent out (collect) telegrams to all the members. On the 16th of October there was a meeting at the Office of Education in Washington. The problems seemed insurmountable. It was going to be a tremendously expensive undertaking to plead the rights of education before the FCC, and there was no money. Not only that, but it seemed unlikely that anyone qualified to plead before the FCC would care to represent the lost cause of education. But the NAEB raised \$50,000 to surmount the first item, and got General Telford Taylor, formerly Chief Counsel of the FCC, to represent the cause of education. "Never before did so many confuse so few with so little." Witnesses were brought in from all over the country. Senators testified as did presidents of universities. The FCC's decision to allocate 242 channels to educational television was more than the NAEB had asked for. It was more than all the non-commercial radio stations on the air in America at any time. One of the most convincing arguments which perhaps more than any other swayed the FCC's decision was the Monitoring Study of Commercial Television which the NAEB had conducted. It was a shocker. We may truly say that educational television is an achievement of the NAEB. As a result, the trade magazines learned how to spell education. We began to be a force in America.

The NAEB then became the recipient of a grant from The Fund for Adult Education. At a meeting on the tennis courts of the University of Chicago, the Executive Board of the NAEB considered this overwhelming responsibility: \$300,000 to be spent in programming. They were appalled. In the first try, in bringing together a professional group, they found that there had been produced a fine, but not educational, show. They found that on a commercial program the educational consultant verifies dates. They scrapped the program and started over, making the educational consultant the final authority. It was very hard on professional script writers, but two of the series produced in this way, THE WAYS OF MANKIND and JEFFERSONIAN HERITAGE were so outstanding that they were named the two top programs in America by radio critic, Jack Gould. And other programs, while perhaps not as outstanding, have been of great interest and have been well received.

In the area of international exchange on radio programs, commercial radio had done little or nothing and had, in fact, on one occasion at least, airily turned down an invitation from the French Broadcasting System who very generously offered their Radio Diffusion Francaise (RDF) shows to be carried commercially. The NAEB is approaching this problem differently. We have established very cordial relationships with RDF, BBC, Radio Italia, and others. We are beginning to exchange programs with these systems in their own languages. This is an opportunity for the improvement of international relations which is tremendous. We have now begun to have a voice in the selection of some Fulbright Fellows, and one achievement in international broadcast which deserves special mention: the BBC is carrying the JEFFERSONIAN HERITAGE, something the Voice of America has never been able to get the BBC to do with an American show. NAEB is beginning to do a job for the country.

The next speaker was Graydon Ausmus on the subject "NAEB---Our Dreams":

Our dreams, said Mr. Ausmus, for the future are an expansion of our dreams of the past. Under Dick Hull as President, we established the Tape Network. Sy

Siegel gave us national significance. For the first time people began to realize that in America we have a dual system of broadcasting, and he urged that we stress this fact in our teaching and in our public approach. People can no longer say "American Radio" and mean "Commercial Radio." They must take us into account, and we ourselves must be the publicists of the change. And now, as Mr. Siegel has pointed out, the NAEB has become internationally significant.

What now? We need to do vigorous, far-reaching planning and thinking; we must stay out in front. We are a part of a very significant movement - one of a number of organizations trying to extend education to the total population; a task which is staggering in its problems and immense in its implications. It may be that the second half of this century will be known to history as the period in which education was extended to adult populations. We must not forget that we are radio-television, but we must remember that, first of all, we are educators. We can't expect to be saviors, but we can play a very significant role...This is our dream.

Another goal must be a solidification of our organization and the utilization of the resources of our members. We must pull ideas out of this conference and others like it. We need broader participation from our members. We need a wider use of the existing brain power.

Other goals which we must strive for are: (1) expansion of headquarter operations which now operates 6-8 hours per day, (2) expansion of consultation services on the local level, (3) expansion of international relations (the new opportunity in regard to the Fulbrights is a good example of this). International exchange of communications people is vitally important. This year 3 of our folks will go abroad. Next year, if we are successful, perhaps 6 or 8 or 10. (4) we are beginning to expand through cooperation with the Voice of America with which we are now negotiating, (5) we must meet the needs of the public schools with more programs and more ideas, (6) we must face the problem of the distribution of programs to the schools; the library of the U.S. Office of Education is about to die. Should the NAEB take over? (7) we must expand our membership. In the past it has been restricted to station operators. Should we include teachers of radio, or does The Association for Education by Radio meet this need? (8) we need to solve the problems of upgrading of personnel and of academic curricula, and (9) we need to examine the services provided our associate members. Are we doing all we can?

Finally, our greatest challenge is in educational television. What is our role to be? We are an advisory group to the Educational Radio and Television Center. Do we tell them what is needed? Are we a program, script, and film exchange?

We need to look for challenging visionary ideas such as a landline or relay-connected educational network. Working together, we can advance the cause of education, the cause of educational radio, and the cause of educational television.

* * * * *

Earl Wynn then led a brief discussion period. The question was asked, "How about a mobile television unit to act both as a central service and a demonstration device?" It was pointed out that as a central service it wouldn't be needed because the program center would probably solve the program distribution

problem; that as a supporting device for educational stations, both New York and Connecticut visualized joint use by all their stations of mobile units. However, mobile units are expensive and those who have them are not using them much, though of course it is possible to cut down on the cost by building one's own mobile unit. It was then suggested that perhaps film units could do the work expected of remote trucks and that the sharing of a kinescopic recording unit might be more helpful to educational television stations. The potential of tape in TV was discussed, the prediction having been made in Broadcasting by Crosby's chief engineer that TV tape was practically here. The technical consultant from DuMont Laboratories pointed out that there was a question here which the Crosby Enterprises haven't answered; i.e., How to accommodate a range of frequencies which runs into the millions of cycles? Must we run the tape at one thousand times the speed of audio tape? Also, if tape came in, the 16mm projectors in film libraries now set up in the schools might become obsolete. Tape is likely to represent serious economic problems. The question was then raised whether or not there was a word we could use in the place of "education". Mr. Siegel asked the floor and pointed out that education was the basis for everything, that it is as unnatural to stop learning at age 14 as it is to die at age 14, that everyone has a deep vein of seriousness and wants to improve himself, to know why. Reference was made to the speech by Arthur Adams at the Atlanta Conference, "Education Is a Good Word." The discussion period closed.

Members adjourned to lunch at the Monogram Club, carrying on individual discussions during the lunch period.

2:00 p.m. THESE WE SHARE

The group reconvened at 2:00 p.m. at the Faculty Lounge, Morehead Building, for the discussion "These We Share" with Frank Schooley, Treasurer and Acting Executive Director of the NAEB acting as Chairman. Mr. Schooley gave a broad picture of the activities of the Tape Network, and explained the presence of NAEB headquarters at Illinois as chiefly resulting from the fact that the money from the Kellogg Foundation that put NAEB in business was mostly gotten by Wilbur Schramm, and that the University of Illinois offered space. The functions of headquarters are as follows: (a) to get out the NAEB Newsletter, (b) to keep a file on active members, associate members, and affiliate members, (c) to sponsor such publications as "The Radio-TV Bibliography," (d) to sponsor the TV monitoring studies, such as "New York TV" and "LA-TV," (e) to arrange for the handling of the Fund for Adult Education series on L.P. records, (f) to arrange tours of headquarters, (g) to meet visitors, (h) to supply reports to The Fund for Adult Education and Kellogg Foundation, (i) to meet with the Board of Control, (j) to work with the Grants-In-Aid program, (k) to handle the routine mail which for the month of February was 810 letters in and 2,000 out.

Mr. Schooley then projected some slides showing such things as distribution of members, some of the printing done for NAEB, promotional materials for THE JEFFERSONIAN HERITAGE, publicity received, distribution of Radio-Television Grants, etc.

Mr. Jim Miles, the former Executive Director of the Tape Network and present Secretary of the NAEB then discussed the history and problems of the NAEB, illustrating his talk by means of slides showing: (a) station participation in the NAEB Tape Network, consisting of 19 at the beginning and 81 now, (b) monthly air time which went from a few hours at the beginning to 1231 hours in May, 1951, (c) total distribution reached 12,797.30 hours in education,

(d) the monthly tape production in February, 1950 - 17 reels; at the start of the Kellogg Grants - 53 reels; 4 months later (May, 1952) - 1061 reels. Now the weekly output is 950 to 975 reels, (e) the new timing device was shown, (f) the Master Board device was pictured, (g) speed reduction on the Ampex from 15 to $7\frac{1}{2}$ i.p.s. was shown, the point being made that at this stage in the distribution process, openers and closers added to the shows were necessary, and the plea was made that contributors do the opens and closes themselves. It was pointed out that the Ampex does the single dubs which are necessary, (h) the duplicator was then pictured and described, and it was pointed out that it is now operating at its maximum with the present staff, between 950 and 1000 reels of tape for a 40-hour week, (i) the distribution method through "the bin" was pictured and described in detail, (j) the paper routine was shown, (k) the distribution of stations through 30 states was shown, (l) the income charts with new rates were projected, and it was pointed out that the new rates would be 8 times the present rate, so at the close of the Kellogg support, the NAEB income from memberships will be between \$32,000 and \$35,000, that this was the cheapest programming one can get, and finally, that the network was constantly on the lookout for good shows.

In the discussion period, the question was asked if a program, when submitted and refused, could be resubmitted. After some discussion, it was finally suggested that one resubmit with supporting arguments. Frank Schooley then discussed very briefly the Newsletter asking that the news items be sent to headquarters and pleading prayerfully that they arrive by the deadline of the 25th of the preceding month. He pointed out that the editor was looking for general stories of any kind dealing with educational radio-TV and was much interested in getting more material from the field. In the area of research, Mr. Schooley said that headquarters was looking for suggestions as to what research NAEB should undertake and what would be of most value to individual members. He pointed out that where members initiated studies, NAEB might be able to help plan and integrate them. He referred to the monitoring studies which had been mentioned earlier in the day, specifically that the New York #3 TV Study would be out shortly, and he mentioned as of particular interest to all educational broadcasters the study of effectiveness of promotional work in connection with educational programs which has just been conducted by Station WILL.

Seymour Siegel followed Mr. Schooley with "Our National Radio Programs." What have we done with the \$300,000 grant? Our only restrictions were that we produce 4 programs, one in each of the following areas: (a) American Heritage, (b) anthropology, (c) public affairs, (d) international affairs.

The show which was finally written under (a) was THE JEFFERSONIAN HERITAGE, with Dumas Malone as consultant, Frank Papp as producer, and Claude Rains as Jefferson. Five writers were used in the show.* This is a "consumer durable" and will be just as good 20 years from now as it is today. The show has had wide release, tremendous promotion, and The Fund for Adult Education is very proud of it; we are proud that the FAE is proud. We have proved that, as educators and given the resources, we can do the job.

PEOPLE UNDER COMMUNISM had the consultative assistance of the five top Russian experts in the country. This was the most expensive show to produce because of the vast research involved. In fact, it turned out that we were financing a major research project, and so it became necessary to cut back the research scope. However, it is a good series which makes it possible for the listener

*There was some indication, in fact, that several of these may have been used up.

to make experts' opinions.

Of the WAYS OF MANKIND, produced with Dr. Walter Goldschmidt as consultant by talent from the CBC, it need only be said that the writing and producing are absolutely tops, and that as an educational radio program, this one will be very, very difficult for anyone to surpass.

We are now working on a series called THE PEOPLE TALK BACK. In most discussions the listener has no chance to get his word in; the experts talk among themselves and the listener just listens. In this series, we are recording the experts opinions, playing them back to a group, and recording the groups comments and criticisms.

In the field of international programming, there have been some real problems. The director of the Third Program was invited to New York and also the director of the CBC for a week's discussion on a program on foreign policy. Agreement on the nature of the program seemed impossible. It was finally agreed that each nation would produce a program; then all would play them in London in September and see if they could agree on which to use. Meanwhile, in Italy and France the efforts of the NAEB produced a fine reaction. The plans to carry French plays in French, Italian opera, music programs about French composers were not only fine international relations in themselves but represented real educational broadcasting at its best. The first French program to be carried on WNYC received immense publicity, a front page story in the Christian Science Monitor, editorials, etc. We are writing cultural history.

The State Department has called on us to place materials on foreign broadcasting systems. Since the Voice of America is considered a propaganda agency, foreign broadcasters are, understandably, reluctant to carry Voice of America shows. But we can do it, and so we have become the international force for our country. In return, we are getting a quantity of top-notch programs. NAEB has become a member of Prix Italia, an international affiliation which represents the cream of broadcasting efforts in 14 countries. The best musical and non-musical programs will become available to us through this affiliate. The NAEB has been invited to a conference on April 20-24 to help discuss with Radio Diffusion Francaise what should go into their program, THE INTERNATIONAL UNIVERSITY OF THE AIR. This is a sort of "French cocktail" consisting of 10-minute talks by the world's greatest scholars.

How can the members best help the international effort of NAEB? By giving these programs the right treatment on our station, good time, plenty of promotion, etc. And if we have any ideas for creating better understanding among the nations of the Western world, this is our opportunity. We have available to us now the great media of communication of the foreign nations themselves.

The next speaker, Graydon Ausmus: Subject - "What's Happening in TV": The story begins with the JCET, an organization composed of 7 constituent members, each a major organization in education. These are the American Council on Education, Association for Education by Radio-Television, Association of Land-Grant Colleges and Universities, National Association of Educational Broadcasters, National Association of State Universities, National Council of Chief State School Officers, and the National Education Association of the United States. The original purpose was to get the channels set aside. Now it is to get them used. The effort was first supported by \$50,000 from NAEB, later \$90,000 from The Fund for Adult Education. The current budget is even higher, and next year it will probably be close to \$200,000. If we get only 10% of the

channels picked up by June, the consultation services will have to be considerably expanded. This will mean not only using our own consultants from the educational broadcasting field and from the advisory groups, but special consultants from other areas. JCET is sending out a fairly considerable volume of information in its mailing service to potential applicants, and it must be remembered that these are local communities, not only states. Another national organization, the National Citizen's Commission for Educational Television, Ring Building, Washington, D. C., is most actively concerned with community effort, while the JCET largely represents the interest of education. The NCCET also was established by The Fund for Adult Education. Milton Eisenhower and Marion Folsom are its Honorary Co-Chairmen. It is a very high powered and effective organization.

There is a third organization also in the picture, also recently set up by the FAE funds, The Educational Television and Radio Program Center of which George Stoddard, President of the University of Illinois, is President of the Board, C. Scott Fletcher of the FAE and Dick Hull are members. Others include Dr. Robert D. Calkins, President of the Brookings Institute, Mr. Harold D. Lasswell of the Yale Law School, and Mr. Ralph Lowell of Boston, banker and trustee of the Lowell Institute, which operates the non-commercial educational FM station in that city. These are educators of stature. They plan to produce very few programs themselves but to farm out the work, after the area of study has been selected, to educational institutions or commercial organizations. They will act principally as a Distribution Center. The NAEB has been the only organization to provide an Advisory Committee to the Center. This committee has been selected: George Probst of Chicago, H. B. McCarty of Wisconsin, Graydon Ausmus of Alabama, and Robert Hudson of Illinois (University of Illinois).

The FAE has offered matching funds to 13 key potential stations. The selections have been made, primarily, on the basis of population, and educational grants may follow. No announcements have been made of this.

What has been the effect of all this high-level activity? There are 22 to 24 applications in around the country, 13 or 14 construction permits have been granted, and plans for activation are rapidly taking shape in a dozen or more places. The station at Houston, Texas, will soon be on the air. The station in Los Angeles expects to be on the air April 24. Typical of the activity was the state-wide meeting in Florida on February 13-14: the Governor's Conference. The JCET, NCCET, and DuMont Laboratories have been flooded with requests for consultants. Miami has an application in and there is promise of some equipment. Gainesville is making plans to go ahead, and Tallahassee likewise. The Citizens Committee of the JCET will be down there shortly. By June 2 in Florida we can expect 4, 5, or 6 applications to be in.

Of course, all over the United States the Educational Television forces are fighting the "economy cry." Television is expensive, but compared to normal educational costs, the cost of educational television is insignificant, and we must view the cost in comparison with the total cost of education because educational TV will have an effect of great magnitude on the total educational effort.

Minnesota's legislative hearings are now going on and Burton Paulu, who was to have been at this conference, is at those hearings.

In Wisconsin the plan was to install one or two stations this year and keep the other allocations. This apparently will be the pattern in many places.

In New York the Report of the Governor's Commission has made things look discouraging on the surface and has undoubtedly had ill effects elsewhere, but New York will go ahead with private funds and at least the report of the Commission and the accompanying minority reports have served the purpose of pulling the newspapers behind educational television.

Educators are now getting rolling all over the United States. For a while educational television was held up because educators kept the problem in the family. They held one meeting after another, but among themselves. The problem is now out in the open before the public, and public support has been good. Education's constituency is more imaginative than we had thought.

In Alabama, the present plan is for the state to undertake one-half of the cost and the Commission to undertake the other half of the cost for two stations and for the State Production Center which is to be created. Plans are to request \$300,000 to \$400,000 this year. But the problem is not costs, it is a problem of intelligence and the imagination with which we approach the problem. We have to get everyone behind it, and the future of educational television depends not on the cost, but on the degree to which those stations which will be on the air can develop public enthusiasm for educational television. At the present time, one of the most remarkable phenomena of the whole effort is the speed with which skeptics become enthusiasts.

There are two questions now which everyone would like to know the answers to: How many stations will be on the air? Will the FCC reserve the other channels? We do not know the answers to these questions except in these general terms: by June 2 there will be enough stations so that education will have demonstrated its interest and intent in regard to this tremendous opportunity, and we are confident that others will then get on the bandwagon.

* * * * *

Mr. Ausmus, as discussion leader, with a panel consisting of Seymour Siegel, Frank Schooley, and Jim Miles, then conducted the discussion: "Closer Home."

A question was asked about experience in planning multiple operations- whether there was difficulty in religious and educational groups working together. Mr. Siegel pointed out that educational stations must operate in the public interest, that the democratic process will assure that they operate in the public interest or people will pull out, that this is not a problem about which we have to worry now. The wonderful thing about educational television is how, at its very birth, seven national organizations sat down together to solve the problems; there is cooperation. In radio practically no one cared. The American Council on Education feels that television and the top administration in television are going to form the core of university planning for our children's children.

The question was asked if there was no legal way for public and parochial schools to get together. The answer was that the public schools may be the licensee, and the parochial schools may use the time.

The question was then asked about the separation of Church and State and the use of public funds. The reply was that in the Detroit plan a subscription approach will include all. In Los Angeles the Board of Control will be too large for any single organization to control, and the problem will be handled in that way.

When is the proper time to ask for television consultants? Any time you get

two or more people together, just write and ask. Of course you may be beyond needing consultants. In many places local groups have gone so far on their own that there is little the national organizations can do to help them. After a certain point, it must be your baby.

The issue was then raised as to whether or not certain of the assisting organizations were not overwhelming NAEB'S "grass roots." Has NCCET really done what it was set up to do? In one locality it has promised to use its influence, but so far nothing has been done. It has sent down a handsome brochure, "Greatest Invention Since Printing," but the brochure states that educational television will cost \$500,000 for the first year's operation. This statement is enough to kill 200 potential applications by itself. Contact with NCCET on this point produced only the answer that New York State had been embarrassed by underestimating costs. Finally, when a consultant came down, his attitude was "Cost doesn't enter into this - you can sell it no matter what the cost." There is a real danger that these self-constituted groups are going to "love us to death" unless they listen to us in the "grass roots."

Mr. Ausmus said he would convey to NCCET these three major suggestions: (1) that it maintain closer liaison with local groups, (2) that it not distribute literature without permission, and (3) that when it agrees to do something, it carry out its pledge. It was further pointed out that consultants coming from the national organizations to local communities must know educational philosophy and processes else they will embarrass the cause of educational television.

The discussion turned to costs, and it was pointed out that on Channel 15, for example, one could go on the air for \$75,000 to \$80,000 minimum, with a projector and film operation, no cameras. However, the objection was raised that it is possible to sell in reverse and that when educational TV goes on the air it must be good in order to gain continued support. Of course commercial broadcasters, to judge from reports of applications in Broadcasting, are going to go into television at all kinds of different investment levels.

The preliminary report on New Jersey's plans was read. It was pointed out that both Allen DuMont and Engstrom of RCA were members of the Commission drawing up the report, and so the cost factor was likely to be accurate. They planned to spend \$340,000 for technical equipment: Of this, \$162,000 will be transmitter equipment, \$165,000 studio equipment, and \$31,000 video recorder. Annual operating expense has been estimated at \$190,000.

Following this, the discussion turned from cost to purpose. One of the consultants said that we must remember that we are educators; we need to be always conscious of the philosophy of education in relation to mass communication. We need to be ever critical of such advertising as tries to assume the responsibility for education.

A delegate rose apologetically, saying that he felt like a man approaching the Atomic Energy Commission to ask how he could get the best use out of his bow and arrow. His problems were: He has been on the air nine weeks with a staff of one and a budget of \$800 a year. How does one get money? How does one get support and reach out to other people? A number of suggestions were offered: that he bring the president or school superintendent into active participation; that over a period of time he get every department involved; get the students involved; be helpful in the way of programming to the local stations other than his own. The more participation - the more success, was the keynote of the reply. Particularly it was suggested that one get the participation of powerful

people: the dean, the president. Form an advisory council; pick out the children and relatives of prominent people; build up an interested local group or perhaps use an already existing audio-visual group. Others pointed out the difficulties, the struggles which they had encountered. One member, after starting in 1945 on an in-school project, finally last week got the first program into the city schools. Another was three years, after getting the construction permit, in getting on the air. The members seemed comforted by the discovery that misery, which loves company, had plenty of it, and to have gotten some help from the suggestions.

The meeting was then adjourned.

* * * * *

6:45 p.m. BanquetCarolina Inn Pine Room

Members reconvened at a banquet held in the Carolina Inn's Pine Room where they were welcomed by Mr. Gordon Gray, President of the Consolidated University of North Carolina, former Secretary of the Army, and himself a commercial station operator.

Mr. Gray referred humorously to his experiences as a station operator, saying that judging from the final report of his Winston-Salem station in the month of February, he was perhaps closer to non-commercial broadcasting than anyone thought. He referred wryly to another venture, "the glorious and successful financial history of WMIT." He had had some connection, he said, with educational broadcasting in that, owing to some "vestigial remnants" of influence, he had helped to get the call letters, WUNC, from the United States Army.

Turning to television, he expressed the hope that this conference might come up with a definition of "educational television" as he had been looking for one since he went to the Penn State Conference a year ago. However, he no longer felt that this was a critical need, and the University planned to proceed with educational television whether defined or not.

Referring to the University's plans for television, Mr. Gray stated that the three institutions of the Consolidated University would have one transmitter, if financial support could be arranged, on Channel 4 VHF, with studios on each campus. He thought that program materials on the three campuses would be practically inexhaustible: At Raleigh -- our agricultural and technical school -- the resources of agriculture, forestry, engineering, textiles, and architecture; at the University at Chapel Hill -- the College of Arts and Sciences, business and professional schools, Division of Health Affairs, School of Journalism, Department of City Planning, School of Social Work, etc.; and in the Women's College -- fine arts, home economics, education and others.

He found in television an unparalleled opportunity for educational service to the people of North Carolina. With a single transmitter on Channel 4 we would hope to reach 2,000,000 to 4,000,000 people with programs of educational value. This is an extension of tremendous significance for us in North Carolina. In radio we have not yet taken advantage of our consolidated opportunities. In television we have every intention of doing so.

Mr. Gray then welcomed the delegates to the campus, wished them success and good luck in an undertaking of great importance.

Mr. Kay Kyser made the principal address: "A Pro Looks at Educational Television." He spoke with humor, wit, and deep sincerity to the group, relating first his own experiences with educational television.

He had gotten into the educational television picture when Mr. Gray called and asked if he would care to assist the University with some of its projects. His first educational TV experience was at the Penn State conference which he attended with Mr. Gray. He went with misgivings; he felt, frankly, as a professional that he was "going slumming" among all of these innocents who knew nothing of show business but were out "bear hunting with cap pistols." But that conference was an awakening. He found that the educators had come to say that they didn't know about this medium, but that they had missed out on educational opportunities of radio and motion pictures and they were not going to miss out on this opportunity if television could be used for educational purposes. They were there honestly to learn. One of the most astounding facts which was brought to his attention at that conference was, that in the city of Chicago, because of juvenile vandalism, the cost of window breakage in the schools was \$300,000 per year. This opened one's eyes to cost factors in education and to the possibility that education might actually cost less in the long run if one could cut down on such things as juvenile vandalism. He began to see that educational television might take the world into the schoolroom, that children with otherwise very limited opportunities might, through television, see and hear and learn things that had theretofore been shut off from them. He learned people were taking courses by television from Western Reserve University, getting up to 17 and 18 hours course credit toward a college degree in Beginning Psychology the same course as given in Western Reserve classrooms. There was an audience of 50,000 people from 9:00 to 9:30 each morning for this show. True, this program was on a commercial station, but educators must take into account the possibility that commercial telecasters will not always be able to give them the time. He saw such kines as Iowa State's "The Whole Town's Talking" - entertaining, enlightening, and skillfully done, and, more important, a program with an effect on the life of the state. As a result of this program, many things got done in Iowa.

He saw that educational television could create something for a minority audience, that it could present the whole gamut of education. His horizons were widened, and unlimited possibilities of which he had never dreamed before now came into view.

However, he went on to say, educators are going to have to remember that television is merely a mechanical channel through which we can think and act. Success lies within our capacity, but we will never be better than our willingness to obey all the rules of showmanship required to make the medium effective.

Referring to his own experience, Mr. Kyser said that whenever he had been successful it had been on the occasions when he had used everything he had. If a man finishes a show and comes off stage saying, "Gee, what a sorry audience," he is blaming the audience for his own ineffectiveness. He has not done a good job. "Effect has never controlled cause and never will." And this is true not only of professional show business, but it is going to be equally true of 'academic show business.' At whatever audience level any given show is programmed, we must aim for and hit the bull's eye with that specific audience. We cannot shut our eyes and shoot. It will be hard, too, in television because it is always hard when you are not rubbing shoulders with the audience. It is hard with movies to know how well you are doing. Having done that, too, this could be said out of experience. Of course you can always go to see your movies, but this can be too hard. When the audience is not out there in immediate

contact, it is very easy to get lax, and audience receptivity is going to be the text of educational television. We will learn, of course; we will get better. Of the 13 kinescopes done here at the University of North Carolina, the percentage of good ones, he thought was terrific; but those most closely involved knew that many were not as good as they had wanted them to be and that, if they were done over, there would be things that would be done differently. This attitude is essential.

He was convinced that educational television can be the greatest force in our generation, the greatest force for education since the invention of the printing press. But every bit of showmanship which can be developed will be needed because people, eager as they are to be challenged, are reluctant to admit that they want to "be educated." They will be interested in education if we can produce something that piques their interest. Even on the elementary level of "The College of Musical Knowledge" where no mental calisthenics were called for, there was some challenge to the listener. Although some of the questions were on the level of "Who says, 'Lopez speaking?'," on two occasions he had received wrong answers.

When people expect entertainment, they do not want to feel that they are being educated. When they expect education and receive it entertainingly, then we have rung the bell. Entertainment in education does not mean dilution, it means interest. Don't think that because people ought to want education, they will. It must be presented as challengingly and provocatively as possible.

A case in point of the failure to understand what showmanship really is was the comment of one educator on the Psychology series mentioned earlier, that "This was done without one bit of showmanship." In the first place, the series required that the lecturer boil down his material from 50 minutes to 29 minutes; that meant that he could not wander as he might otherwise; that his material had to be edited carefully; that he had to punch his points to get them across. This is the essence of showmanship; the minute he started editing, he was in show business. Any effective communicator is in show business.

In his own experience, Mr. Kyser paid tribute to a motion picture director who had him work on the simple problem of going through a door from 9:00 in the morning until 2:00 in the afternoon before they got a take. A lot of little things were involved. It is these little things that will make or break many educational television shows; such things as not dropping your eyes in front of the camera but keeping in contact with the invisible audience. Everyone who touches educational television must try to put all the possible showmanship into it that he can.

Educational television is on the soundest ground in the world. In commercial television the problem is "the word" - the plot, the message, what to say, what to do; and "the word" is getting thinner and thinner. But for educational television we have an endless fountain of knowledge. "The word" is what we have the most of. Then too, our actors have the essential ingredient of great performance: conviction. There is no need to worry about how you look on television; if you have the conviction, it will show in your eyes and you will invite people up through the tube.

The future of this great opportunity and challenging responsibility is ours: to take to all the people the storehouse of wisdom and know-how accumulated by our colleagues and their predecessors. There is a great part that the educational telecasters can and must play in getting educational TV off the ground. And after that, how high it flies is up to them. They are the pilots.

At the close of the banquet, members adjourned to Studio A at the Communication Center where they were the guests of WUNC for its dedicatory broadcast which was carried over a state-wide North Carolina network. The high point of the dedication was the dramatic production written and directed by John Clayton of the Communication Center staff. This was followed by a tour of the Communication Center facilities.

Saturday, March 14

9:00 a.m. REGION II: DOINGS AT HOME.

The group convened at Studio A a few minutes after 9:00 for a discussion of DOINGS AT HOME, state by state.

TENNESSEE: Jack Westbrook, Acting Director, WUOT-FM
Knoxville, University of Tennessee

Radio

WUOT-FM is the only educational station in Tennessee. Nearby Carson-Newman College does some public relations work on radio but that is all. WUOT has made a specialty of programs on safety: One series called "The Court of Public Safety" won the Alfred P. Sloan, the National Safety Council, and the Tennessee Safety Council awards a few weeks ago. They are continuing their work in safety programs, and are now producing a program in water safety which is being carried on commercial stations in the TVA area. In 1953 they will have produced 350 15-minute safety programs. They feel that one fertile field for tape network programs is the safety field.

In addition, they have been doing a great deal with mental health, having carried the Roger Howell series from KUOM; they are now also working on a local series in mental health. These are dramatized stories. The scripts are being written by a Master's candidate in Psychology.

They have also developed a tape network of their own and believe that they are the first to have used film cans for this purpose. They use a Magna-reel tape in metal cases.

Television

The FCC has allocated 4 channels for education in Tennessee. There has been very little activity except in Knoxville to which Channel 2 has been allocated. Last summer there was a meeting in Knoxville drawing in representatives from institutions of higher learning, press, and radio. An attempt was made to sketch the possibilities educational television offered and considerable interest was aroused. Cooperation is expected if they can get television in Knoxville. Messrs. Westbrook and Wright drew up three alternative plans: One was for a workshop in which they would plan the production of shows and use commercial facilities for the actual production; the second alternative - for a video-recording production unit; the third - for a station with a production center. As a guide to later activities, this memorandum has proved extremely accurate. President Brim of the University of Tennessee is following it closely. Money has been requested from the legislature; however, the new governor is an economy man and the final result is not known. The essence of the Tennessee plan offered by a group from the 4 cities concerned proposed that the legislature appropriate \$600,000 to be split 4 ways, and to be matched locally.

FLORIDA: Vernon Bronson, Director, WTHS, Dade County

Radio

Three educational stations are on the air in Florida: WTHS, Dade County Public School System station; WTUN, University of Tampa; and WPRK, Rollins College. Tampa has had remarkable success in liaison with the local commercial stations. The NBC affiliate has given them studio equipment and a complete kitchen for home economics shows. The CBS affiliate has been equally generous. They are on the air 2 hours to 3 hours daily, 4 hours on Sunday. They expect shortly to go on 8 hours a day. They have a 20-student staff, 3 pieces of recording equipment. WPRK is largely a Classical music station. Of its 28 hours on the air per week, 14 hours are classical music, and they also carry 5½ hours of NAEB Tape Network shows. WPRK has done a number of special events shows. CBS will play back a WPRK music festival program Saturday, March 21.

Jacksonville: There is no school station in Jacksonville but most of the schools use a commercially produced 15-minute weekly show - "Music for Youth," and the audio-visual group has produced ten "Know Your Schools" programs.

Miami; WTHS took three years after getting its construction permit to get on the air. It has now been on the air 4 years. It leans heavily on help from the NAEB; is building up a large record collection particularly in L.P.'s. They are particularly interested in the possibilities of using radio in furtherance of the bi-lingual idea in Miami which has 1,000,000 Spanish-speaking visitors a year. They are hoping to teach conversational Spanish to the very small children, and the plan is to repeat the broadcast a number of times a day. At present, these programs are used by the teachers on records. The schools have receivers and sound systems, but have not been completely sold on either. WTHS is on the air from 3:00 to 9:30 p.m., and they estimate 5,000 to 7,000 regular listeners. The University of Miami does two TV shows a week and 15 radio shows a week on commercial stations and are working on the NAEB Fund for Adult Education grant.

Television:

Florida has been extremely fortunate in its TV allocations. There are 9 allocations, and they are well placed. The Dade County School System was the first institution to file with the FCC and the first to file an amended application. There has been very little assistance outside, but pending the decision of one vote on the school board, Miami should get into the picture. The other allocations stand as follows: West Palm Beach has done very little; Tampa is very lively and looks hopeful; an application is ready in Gainesville; Jacksonville, working through its Citizens Committee, is about ready to file and has raised some money; in Tallahassee the Citizens Committee is organizing, and if Gainesville gets a station it is a natural assumption that Tallahassee, site of Florida State University, will also get a station; it's very doubtful that Panama City will make any progress; there is a great deal of interest and good possibilities at Orlando. To sum up, it's likely that 5 of the 9 allocations will see some action soon.

GEORGIA: Alvin Gaines, Supervisor of Radio Education, Director of WABE, Atlanta, Georgia.

Radio

WABE is the only educational station in Georgia. Despite certain special difficulties, WABE has programmed such shows as PEOPLE UNDER COMMUNISM, THIS IS THE ENEMY: COMMUNISM, and others. WABE broadcasts with a power of 4800 watts, and is at the end of its fifth year of operation. It is on from 8:55 a.m. to 5:00 p.m. They have no budget. There are seventeen high schools, 92 elementary in the Atlanta System alone (not including three county systems and a number of

other independent schools) using the station. They produce 13 shows a week and use 4 NAEB shows on in-school broadcasts. The schedule is made up with very careful attention to grade availability so as to be on the air at the most convenient hours for the teachers. Each elementary program is repeated four times a week; high school programs are repeated seven times a day. The teachers have complete freedom; no one checks on their use of the program although a report of listening is requested.

Television

In television, after the Southern Regional Conference which was held in Atlanta, a Governor's Conference was called. The Board of Regents were to make a request. This action went to the Governor and he is holding it. He also is economy-minded, but has stated that he will write the FCC requesting a delay in the June 2 deadline. Meanwhile, WABE-TV is going forward. The station will be governed by a board of all the educational institutions in the area. They are planning a set-up which includes two 50' x 100' studios, 1 radio station, 1 mobile unit, and a video recorder. Their application went in on the first of March.

KENTUCKY: Mrs. Camille Halyard, Manager, WBKY-FM, Lexington

Radio

There are two principal activities in Kentucky: WFPL is perhaps the only radio station in the country owned by a library. In this fabulous operation, the library possesses copies of practically every educationally useful program available anywhere, and one can borrow these programs as one would borrow a book. Direct lines from the local stations permit the library to record programs for in-school non-commercial listening; 38 pairs of lines to the schools permit the teachers to request and receive over a private wire practically any program desired. There is a new three-kilowatt transmitter for school broadcasting and a 50-kilowatt transmitter for music.

WBKY-FM at the University of Kentucky operates with a great deal of student help - the teaching department and the station have the same staff - and after recent reorganization (a chart of which was shown), this is now a very efficient operation. They have also added an extra man this year to handle production. The University has always done a lot with commercial stations. They do a series everyday, five days a week, mailed out on tapes to as many as 48 stations. These are largely programs produced for public service organizations. WBKY is on the air 3 hours a day at present and hopes shortly to go on 6 hours a day.

Television

What about television? Not too much has been done about television in Kentucky. They are just beginning a foundation program in education which is designed to eliminate some of the most serious deficiencies in the primary and secondary school systems, and so there will not be - and perhaps ought not be under the circumstances - any state-wide effort in educational television. Actually, only one educational television channel has been allocated to the State of Kentucky, and that to the city of Louisville. It is anticipated that the \$210,000 for capital improvements made available to the library by the Louisville Fund will enable WFPL to get into the educational television picture. The only other activity is that commercial stations plan to install micro-wave transmitting facilities at the University of Kentucky.

ALABAMA: Walter Whitaker, WUOA-FM, University of Alabama.

Radio

Alabama College for Women has a carrier current station WFAS which operates 6½ hours a day with an all-women staff. They produce a series CONCERTS FROM MONTE-

VALLO, an organ music program which is distributed throughout Alabama on 25 stations and is carried in Florida, Indiana, on the Voice of America, and on the Egyptian state network. They have also produced a series, MONTEVALLO NOC-TURNES, which is carried on eleven stations. Alabama Polytechnic's daily news is sent to stations all over the state.

The University of Alabama's WUOA and the radio services are under the Extension division. The teaching department has a carrier current station which is entirely separate and is said to be the largest wired wireless station in the world: (Virginia: please note). The purpose of the radio services is "to extend the resources of the University to the people of the state." The staff consists of 9 full-time people and 11 part-time student assistants. Ten programs are produced each week for commercial stations, some of these for state agencies; one of the purposes of the organization being to provide help for such organizations. One of the programs being produced is DOCUMENT: DEEP SOUTH, a NAEB-FAE Grant-In-Aid program. This series is a development from ALABAMA DOCUMENT, an award winning program at the Ohio Institute. DOCUMENT: DEEP SOUTH has been a difficult series to produce, having so far involved 11,000 miles of travel. Six programs have been produced at this time. The series is being carried on 23 stations in Alabama. The FTA series is being carried on 22 stations. Radio services send out 60 tapes per week. They also originate broadcasts for stations and networks whether WUOA carried the programs or not. WUOA operates at a power of 4800 watts, 10 hours a day, Sunday through Friday. The station carries all NAEB programs, scheduling them initially at night, then repeating them the following day. Two or three months ago they initiated block programming in 2-3 hour blocks and have had very good reaction. In addition to BBC programs from NAEB, they are also carrying other BBC transcribed programs. They are planning to carry the foreign language programs. The Comedie Francaise will be heard, in French, in the heart of Alabama.

Television

The FCC has allocated five channels (two VHF, three UHF) for educational television in Alabama. The VHF channels are reserved for Tuscaloosa (the University of Alabama) and Birmingham; the UHF channels for Auburn (Alabama Polytechnic Institute), Montgomery and Mobile.

The Governor's Conference on Educational Television met in Montgomery during the last week in February, 1953. Delegates represented education, business, industry, civic groups, a segment of the State Legislature and the general public. The conference endorsed the use of educational television and suggested that the Governor name a commission to draft plans and supervise the television system.

Governor Gordon Persons has named a nine-member commission to study and plan an educational television network for the state. This committee includes representatives from the University of Alabama, Alabama College and Alabama Polytechnic Institute, the State Education Department, the State Legislature, the press and the general public. The committee has not yet held a formal meeting.

It is expected that the State Legislature will be asked during the biennial session opening in May to appropriate funds for one-half the cost for construction and operation of one or more of the proposed educational TV stations, as an indication that all of the reserved channels might be used eventually for a state-wide network.

Several preliminary studies and surveys have been made regarding the use of these

channels, and it has been recommended that approximately two additional channels for educational use be sought in order to provide adequate coverage of the entire state.

NORTH CAROLINA: John Young, WUNC, Communication Center,
University of North Carolina

Radio

There are 3 active educational radio stations in North Carolina; 2 operated by school systems - WHPS, a 10-watt FM station in High Point, and WGPS, a 10-watt FM station in Greensboro. Both of these do in-school broadcasts. In addition, WGPS does 1-1½ hours of programming each day which is rebroadcast by WFMY, a powerful commercial station (FM) in Greensboro. WUNC, the University's FM station operating at an e.r.p. of 1450 watts, is on the air from 3 to 3½ hours a day, 7 days a week. WUNC is operated as one of the projects of the Communication Center which has as its goal the extension of the University to all the people through all the mass media of communication. WUNC, therefore, has - in theory at least - no permanent staff and no budget. In practice, one staff member of the Communication Center devotes approximately two-thirds of his time to the station, and the student engineer is paid; all the rest of the help is voluntary. WUNC has made a considerable effort in the area of foreign-originated programs. The Communication Center's additional radio activities include producing special program series for other agencies. One series underway at the University is, AMERICAN ADVENTURE, being produced under a grant from the NAEB-FAE. A number of Communication Center series are carried on commercial stations either by tape or FM network, North Carolina being extremely fortunate in the great number of active FM stations in the state.

Television

The first activity in educational television in the State of North Carolina was the Consolidated University's conference last June, drawing together 150 deans and administrators from the three campuses. After two days of study, upon the advice of the conferees, the University formed a Television Advisory Council, directed the writing of a 115-page volume on theory, costs, and administration of educational television in the University, and recommended the appointment of a State Television Commission. Governor Umstead has appointed such a Commission, and Earl Wynn has been appointed its Executive Secretary. Local committees have been formed in each of the eight communities to which allocations were made, and there have been a number of meetings, state-wide and community-wide, in an effort to get the best possible plan. It might be said that "everyone has met everyone else." President Gray has made the point that the University will activate no more than one channel, Channel 4, in Chapel Hill. The other 7 allocations are the problem of the rest of the state. If the University does activate Channel 4, it will be a completely educational, non-commercial venture. There will be studios on all three campuses. The state's position is that it will engage in enough activity to demonstrate intent and thus reserve the other channels. Several communities, however, may go ahead on their own on a small scale. No money has been requested from the legislature for the next two years except for study purposes. The University is seeking private funds to activate Channel 4.

SOUTH CAROLINA: Ernest Lent, WUSC, University of South Carolina

Radio

WUSC is the only educational radio station in South Carolina. The project was conceived 13 years ago and has now been on the air 9 weeks. This is a 10-watt station, programming 37 hours a week. WUSC carried 4 NAEB shows in the morning

which are repeated several times and carries, in addition, 16 NAEB adult shows for a total of 10 hours of programming a week. They also carry a number of transcribed shows. Staff is as follows: Mr. Lent has a third class ticket; there is a student with a third class ticket. It is difficult to get student interest because there is a carrier current station on campus which operates with no faculty supervision; the students have 'carte blanche' in programming and operation. Since last June, WUSC has been putting one program, THE UNIVERSITY FORUM, on a commercial station. In April they plan to go on commercial television. The Junior League has kept radio alive in the schools in this community. They have found an 'angel' to pay for program rentals and persuaded stations to donate time. A regular report form is in use among the schools and prepared manuals are available to teachers for NAEB shows. There are still serious difficulties in lack of receivers and usage of equipment.

Television

Not very much progress has been made with the 4 allocations for South Carolina. Although the Superintendent of Public Instruction has expressed interest, he feels reluctant to approach the governor. A meeting has been called for the Columbia area on March 16 and 600 to 700 invitations have been sent out to persons within a 60-mile radius of Columbia, an area including 900,000 persons--250,000 of them children. At this meeting an effort is going to be made to arouse some real interest. The state has had an \$18,000,000 surplus, but the governor has already allocated these funds. It is not considered practicable to approach the present Assembly. The folks in Charleston have worked hard because the Charleston allocation is the most vulnerable one. It is too early to say whether they will be successful or not. It is hoped that the Columbia group will manage to arouse public support for a station in that area. No action is expected with the other two allocations.

VIRGINIA: Carroll B. Lusk, Virginia Museum of Fine Arts

Radio

There are no educational stations in Virginia. The University of Virginia operates a carrier current station 18 hours a day. This is claimed to be the world's largest carrier current station, (Alabama: please note). The station has a yearly staff of one hundred. Five courses in Radio are offered by the Department of Speech. New quarters for radio and recording and speech opened in January, 1953. The department now has three programs a week on commercial stations, three more planned, and has also planned a tape network.

In Arlington the school system has programs three times a week on commercial stations. The main object of these is pupil participation. They have been emphasizing the use of handicapped students as a remedial procedure and have had remarkable success with students experiencing speech, hearing, and reading difficulties, and also with mentally retarded students.

Television

There is an educational television allocation to Charlottesville, but the University of Virginia has no funds for such work, and as far as is now known, has no plans. The Arlington school system put 6½ hours of television programs on commercial stations last year and is this year producing a series on alternate Saturdays. A series on school work has been planned for the spring. WNAL has, however, reneged on the proffered time for this series. (All educational broadcasters, please note). Arlington will offer the series to another station. They have a high-powered Speech Advisory Council including persons from commercial stations and Frank Durham of the U.S. Department of Education. The Council consists of 15 persons who meet 6 times a year. They have found their public relations program very helpful in the development of radio-television.

In Richmond, interest is high in educational television. The State Department of Education has allocated \$2,000 to pay for the study of facilities and possibilities, and plans to engage an engineer for necessary studies. The need is felt for "booster stations." There are 5 UHF allocations to the State of Virginia. After the Richmond meeting at which Mr. Wynn spoke and the panel discussion which followed, a great deal of interest was aroused and some progress has been made.

The Virginia Museum has done little so far but has resources. It is planning to expand its services as a regional distribution center, adding theatre and music facilities. A new wing is being built for theatre, radio, and television operation. There is plenty of room on stage, good lighting facilities and adequate shops. A separate staff is planned for this operation: a director, designer, and technician as a permanent staff. They will use local talent. Its purpose is to bring in eminent artists and scholars for the making of films. These of course will be available for the Fund for Adult Education's Radio and Television Center. They plan to make films on all the visual arts. It is felt that the people of Virginia appreciate the rare opportunity offered by the advent of educational television. They are very conscious that what is done must be good or the whole program will fail spectacularly.

WEST VIRGINIA: Raymond D. Cheydleur, Director of Educational Radio-TV
Marshall College, Huntington

(Represented by letter as follows)

I have delayed this letter in the hope that the situation would change here. Due to the sudden illness of Professor Otis Ranson which has apparently turned into a prolonged affair, I will not be able to attend this year's convention. We have had to double up on the work, etc.

I do want to add this, however, and that is: Come-----or High Water, you may expect me at the next meeting.

During the last three years, Marshall College Radio has grown a great deal. With little or no real educational radio and television being done in this state, we have been able to add six courses in this field - have developed a healthy enrollment in spite of declining college enrollments - have obtained \$50,000 and have built modern educational radio studios - have pioneered in educational television with a series in Psychology.

We are also in the early stage of developing a new Department of Advertising and we hope to have this in operation next fall.

Our greatest problem is that of fighting the apathy, the ignorance, and the backwardness of education in this state. Having been raised in the Wisconsin system and having such good states as Illinois and Minnesota as neighbors, I find that the snail-like progress being made in this area is most discouraging.

The one suggestion I have to make is that it might be well for NAEB to consider some means by which an active public relations program may be carried on. This should certainly be slanted for the information of college presidents, deans, comptrollers, and members of state board of finances.

Best of luck with your conference. I'm certain it will be excellent.

(Signed) Raymond D. Cheydleur, Director
Educational Radio-TV

PUERTO RICO: Jose Buitrage, WIPR, San Juan

Radio

WIPR is the only educational station in Puerto Rico. It started as a commercial station, government-owned, and operated for six months as such. Pressure from commercial broadcasters caused suspension of commercial operations and forced WIPR to go educational. A public broadcasting board was set up to govern station operations. This board met once and made three decisions: 1) it appointed Mr. Buitrage manager, 2) instructed him not to carry political or religious programs, 3) told him he had a year of grace. WIPR's problems were unique. Mr. Buitrage inherited a 51-man orchestra, a theatre seating 300 persons, professional movie projection equipment, 8 remote units, 5 Brush tape recorders, and a vast collection of soap opera scripts. The staff had not been selected with an eye toward educational operation. The station was committed to 15 hours a day on the air, 6:45 a.m. to 11:00 p.m. Conversion to educational programs was slow. A great deal of help was received from BBC, RDF, and Radio Netherlands with their programs in Spanish. The competition in Puerto Rico is "amazing"; commercial radio there makes U.S. network fare look like the BBC's Third Program. The station with the largest audience carries 19 hours of soap opera per day. The ethics of radio surveys made in Puerto Rico have been questionable; ratings have been given to WIPR when it was not on the air. WIPR's main interest is adult education, and now, after 3 years, it is well established and provides a yardstick against which commercial programs can be measured.

Television

The television project has been approved in principle. There will be only one educational channel in Puerto Rico, and it is planned to join commercial broadcasters on a common site with a common tower and full power. The government is putting up the money for development. Commercial stations will have no advantage over WIPR, coming in at the same time, and it is felt that the commercial people do not realize the complications which television will create. Commercial operators are planning facilities for scene building, visual aids, etc., and WIPR should be way ahead in its planning. There are special problems in Puerto Rico which will require special solutions. They are fearful but feel they have no choice and will go ahead. Operation costs are a frightening factor, but they hope that the central distributing agency of the NAEB will come through with a good quantity of good programs.

In the discussion period that followed, the first question which was asked was: What are the chances of extension of the June 2 deadline? The consultants replied that if the community could show activity, the chances are good for extension. The deadline itself has been a good thing in making the educators go ahead; however, it is likely that if pressure has kept a community from making progress thus far, the same pressure will get the asterisks removed from the allocation lists.

Has the report of the New York Commission hurt TV plans in the more progressive states? It has, because construction permits had already been granted. But on the other hand, it has served to crystallize support for educational television.

In one community in North Carolina we have the support of commercial operators and no opposition. We expect to be able to raise some money. Our production possibilities are not too great. If we had enough money for a projector operation, what would we be able to put on? The Chicago Center will be putting out films and kinescopes with an original goal of an hour a day within two years.

They hope to produce educationally significant materials. NAEB is working very closely with the Center. What would the 'grass roots' people like NAEB do? At one point, NAEB planned to establish a film distribution center, but this plan has temporarily been suspended. Your international committee found 1800 films abroad which will be useful. In addition, there are tremendous resources at the 'grass roots' level. A film operation can be much less expensive than many believe, and not every station has to be a production center. On the other hand, the best program source in the world for local stations is going to be the local community, and the educational station should make itself available to all community agencies. What is needed is faith. We have to get on the air and be confident that we can program.

Should a student who wants to go into educational television get a Master's degree? In Illinois the decision has been made that training in television will be a fifth year study. A similar decision has been made in North Carolina.

There have been some very bad experiences with educational radio-television consultants trained in the media but knowing nothing of education. There is a real need for trained personnel who know both education and the media.

How can we get accurate and adequate information on costs in television? The estimates made by Arthur Hungerford as far back as the Penn State conference are available in mimeographed form from the JCET. Also, manufacturers, when given the exact requirement of a given community, will give an exact estimate.

The discussion closed with a brief word from Mr. Siegel who informed the members that the Beacon Press, Boston, Massachusetts, will be publishing the scripts of THE JEFFERSONIAN HERITAGE and WAYS OF MANKIND in book form. These will be available in 35¢ pocket editions, and it is anticipated that there will be a big demand for them. Three new programs are available to NAEB members: 1) A REVIEW OF BRITISH WEEKLIES, 2) CBC's: OVER THE BACK FENCE, 3) Mutual Security Agency's: LETTER FROM ITALY. These are available through Mr. Siegel at WNYC.

Finally, it takes a third class ticket to operate an educational transmitter. Every educational broadcaster should get a third class ticket; in fact, he ought to go on and get a second and a first.

"This is an endless adventure, be Ye of good faith."

2:00 p.m. Small Group Discussion: HOW CAN NAEB HELP US?

3:00 p.m. " " " HOW CAN WE HELP OURSELVES & NAEB?

During the afternoon, the Workshop divided into four groups as indicated below. Each group chose a chairman and recorder. Two chief topics were discussed: How Can NAEB Help Us? and How Can We Help NAEB? The discussion continued to 5:00 p.m. at which time recordings, films and kinescopes were available for listening and viewing.

Group I:

Mrs. Camille Halyard, Chairman
Mozelle Causey, Recorder
Benjamin Aycrigg
L.O. Brackeen
George Booley
Mrs. Zelda Kosh
Charles MacInnis

Group II:

Vernon Bronson, Chairman
Ralph Sears, Recorder
C.R. Graham
Dan Matthews
Jack Westbrook
Richard Wilson
John Young

Group III:

Walter Whitaker, Chairman
Roy McGillivray, Recorder
Tom Carroll
Dorothy Day
Dale Keller
Ernest Lent
Carroll Lusk

Group IV:

Alvin Gaines, Chairman
Hoyt Galvin, Recorder
Jack Breit
Ralph Boyle
Jose Buitrago
Mrs. Carroll Lusk
Julian Morse

At 7:30 p.m. the group met for a final banquet at the Carolina Inn Ball Room. Alvin Gaines, having been elected Chairman by the discussion group chairmen, presided.

Mr. Gaines spoke feelingly of the progress which had been made by the NAEB and the real pleasure which he felt in seeing the dream of his early NAEB association come true in this very active Region II meeting. He then called upon the group chairmen to report the finding of the afternoon session. These are summarized as follows: (Any discrepancies noted between the recommendations given here and those sent out by Mr. Schooley must be attributed to human fallibility in reporting - whose, this deponent saith not).

The report for Group I was presented by Mrs. Camille Halyard.

How Can NAEB Help Us?

- A. Programming...by sending out advance leaflets on all programs and program series which are more specific than those at present supplied members. Too often programs are chosen or rejected on insufficient evidence. WAYS OF MANKIND was cited as an illustration. (Send all a complete list of NAEB membership, Associate, Active, and Affiliate)
- B. Grants: 1) to allocate small grants to small stations to help carry on special work in the station;
2) to give scholarships to help individuals (teachers) get further training in radio and TV techniques. This is carried on on a seminar basis in some places, but...incomplete; not all school systems can afford trained radio people;
3) to help pay for trips to production centers for training educators.
- C. Workshops or seminars:
1) to set up more 'grass roots' workshops, where mutual profit can be derived from various experiences;
2) to provide training session at regional workshops for TV production (commercial station help, etc.)
- D. Newsletter...Compiled bulletin...
1) to compile description and to give evaluations of ways TV is being utilized by public school system, a do's and don'ts column, in short.
2) to give information as to the prevailing ways of remunerating talent...to give scale for paying Radio-TV personnel in education.
3) to send out leaflets giving latest technical developments.

- E. Exchange Bureau---to help the region set up a way to exchange radio and TV scripts. Conferees are aware of the need for local programming, but a script exchange would be useful in certain areas, such as literature, which doesn't have much localism.

How Can We Help NAEB?

- A. Programming: 1) to offer suggestions in which ways programs can fit into modern school procedures (hours, flexible curriculum, etc.);
2) to send in list of our local programs so that an exchange column page might be used in the Newsletter;
3) to send in our programming needs if NAEB doesn't have them. If several ask, then perhaps something could be done. Or, if NAEB can't meet a specific need, perhaps a member can.
- B. Scripts.....To provide scripts for exchange and to tell what is needed in scripts.
- C. Research.....To offer ourselves, particularly classroom teachers, as resource persons for program development, using teachers instead of script writers.

One of our biggest was the fear that the "participation" aspect for those taking part in TV would be forgotten - and the terrific motivation and values that arose out of it, particularly public schools.

The report for Group II was presented by Mr. Vernon Bronson, and Group II recommended the following:

Where possible, group tape offerings into blocks of 13-week series. Suggestion not intended to discourage special program offerings.

The establishment of a screening committee in each region to which members within the region would submit programs considered by the member to be worthy of distribution. The regional committee would act on each program submitted by:

1. accepting the program and recommending it for national distribution, in which case it would be forwarded to national headquarters, the program would fall into alternative categories listed as follows:
2. accepting the program for regional distribution, in which case it would arrange for regional distribution.
3. rejecting the program for distribution.

The establishment of a system of distribution, on a regional basis, of previously distributed programs. This may be accomplished either by a regional depository or by expanding national headquarters.

Interest of educational broadcasters can best be served by using the already existing machinery of the NAEB for planning, production and distribution of educational programs on film from the Chicago Educational Radio and TV Center. Members of the NAEB will look to their own organization for leadership.

That the NAEB explore the possibilities of obtaining LP records with program notes including timing from all recording companies, either free or at reduced prices for NAEB active stations.

That all sources be explored to obtain funds to produce programs on all levels of education. Also to obtain funds for scholarships, internships, and fellowships for representatives of all levels of education.

That all reels be labeled with program titles and reel sequence.

The report for Group III was presented by Mr. Walt Whitaker. The following recommendations were made:

Promotion of NAEB Tape Network Programs

The need for a survey of promotion for tapes was discussed, both on the lower level and from NAEB. (1) Information; (2) Mailing piece; (3) Gim-micks. It was emphasized that promotional materials are needed in advance.

Recording and ET's (Program and Production Aid)

The need for some centralizing agency (NAEB) furnishing information on available materials of this sort was brought up. Some schools do not have a sufficient number of records and ET's for their use. It was recommended that NAEB compile information that would be useful for the member stations in writing away for ET's and for transcription services. Also, that NAEB contact recording companies for the purpose of arranging free distribution of records or for buying the records at a reduced rate. It was mentioned that no help has come from either the recording company or the distributor when these companies were approached by most individual stations.

Publish a list of companies which in turn publish the time of music.

Acceptance Committee (Uniformity of Materials)

Revise the rules and standards on the programs in regard to the timing of the programs under consideration for distribution. Eliminate excessively long talk programs. Conform to radio timing.

Farm out program ideas to the regional members, for NAEB coverage with or without budget assistance -- or the individual members for production in field in which certain schools excel. One of the chief purposes being to avoid duplication in production.

NAEB and the Chicago Center

The unanimous feeling about this matter was that NAEB should not be subordinated to the Center inasmuch as the years of work would be in jeopardy, that the former organization should control the selection and distribution aspects of the programs to educational stations.

Up-Grading Personnel for Radio and TV (Encourage students)

A broad knowledge of the field should be required as well as specific knowledge. The pay scale should be as high as it can go to fit the local picture. NAEB should help survey the field for the purpose of setting up a placement bureau. The Newsletter should serve as a job-information source for education radio-TV persons instead of Broadcasting.

Regional Production and Distribution

It was highly recommended that stations within each particular region set up a production and distributing center for dealing with subject peculiar to the region, programs to be made available to extra-regional stations through NAEB.

The report for Group IV was presented by Mr. Hoyt Galvin. The following recommendations were made:

How Can NAEB Help Members:

1. The NAEB should investigate the possibilities of providing consultant services to schools desiring to establish or improve FM broadcasting.
2. Other miscellaneous comments of value:
 - a. Gaines advised that teacher training in radio utilization should be an important factor in new school broadcasting operations.
 - b. In television, it was mentioned that commercial programs can be carried on educational television stations provided that audio is cut off during the commercials, and this assumes the program itself was of a nature to be classified as educational.
 - c. High gain should be secured in television installations by using a high gain antenna and wave guide transmission lines should be used between the transmitter and the antenna even though the first cost of these installations will be higher.
 - d. In purchasing television equipment, watch for adaptable characteristics necessary in case more power is added later or even for the days of color television.

How can Members Help NAEB?

1. Exchange of personnel between stations be encouraged and facilitated by the Professional Advancement Committee of NAEB.
2. The NAEB should establish a Television Network on both the national and regional basis.

Following the group reports, the members of the Executive Board of the NAEB, Graydon Ausmus, Frank Schooley, Jim Miles, and Sy Siegel summarized the work of the conference. Others present joined in a lively discussion of the aims and ideals of NAEB and the accomplishments of the meeting. (For a statement summarizing the summaries, see Foreword.)

Scanned from the National Association of Educational Broadcasters Records
at the Wisconsin Historical Society as part of
"Unlocking the Airwaves: Revitalizing an Early Public and Educational Radio Collection."



A collaboration among the Maryland Institute for Technology in the Humanities,
University of Wisconsin-Madison Department of Communication Arts,
and Wisconsin Historical Society.

Supported by a Humanities Collections and Reference Resources grant from
the National Endowment for the Humanities



WISCONSIN
HISTORICAL
SOCIETY



WISCONSIN
UNIVERSITY OF WISCONSIN-MADISON



Any views, findings, conclusions, or recommendations expressed in this publication/collection do not necessarily reflect those of the
National Endowment for the Humanities.